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ABSTRACT

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This last booklet offers suggestions for the effective planning and implementation of volunteer programs. Ten potential problem areas in utilizing a volunteer reading program are identified along with accompanying recommendations and solutions and steps in planning a volunteer training program are listed. Also offered are sample planning worksheets, a list of possible topics and handbooks, sample news releases and job descriptions, lesson plan and evaluation forms, a list of guidelines for volunteers, a sample reading interest inventory, and an annotated bibliography on volunteer programs. (AEA)

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Wisconsin
Handbook for Reading Improvement

Section H- Volunteer Programs

developed by
Wisconsin Right to Read Effort

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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FOREWORD

The ability to read assumes added dimensions and relevance in a constantly changing world. There is increased national and state emphasis on improved reading instruction in public schools in response to changing needs. To equip learners to function effectively as adults in this climate of change, educators are charged with the complex task of offering instruction which will permit all learners to read to the limit of their potential.

The materials in this handbook are presented for two reasons: (1) to provide resources which will assist Wisconsin public schools to continue to offer high quality reading instruction, and (2) to provide a model for improvement where the need for change has become evident. The concepts and activities presented are representative of methods and approaches which hopefully will lead to a keener understanding and full-scale implementation of the components of an effective K-12 reading program.

Eunice Bethke, Ph.D.
Chief, Reading Section

Wisconsin Handbook for Reading Improvement

Section A- The National, State & Local Right to Read Effort
Section B- Right to Read & the Community
Section C- Advisory Councils
Section D- Publicity & Public Relations
Section E- Assessment
Section F- Staff Roles & Responsibilities
Section G- Inservice
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SECTION H

VOLUNTEER PROGRAMS

INTRODUCTION

Right to Read seeks to mobilize the resources of the public and private sectors in an effort to promote literacy in this nation. A valuable and frequently tapped community resource is the volunteer. The interest, enthusiasm and commitment of the volunteer can be an important asset of a literacy program. The good intentions of the local Right to Read director and the volunteer will not alone ensure the success of a volunteer program, however. Success requires hard work, systematic planning and follow-through. This section will offer suggestions and tips for the effective planning and implementation of volunteer programs. It is intended to serve as a guide only. For more in-depth information, consult the sources listed in the accompanying bibliography.

Initiating a Volunteer Program

How does a volunteer program begin? Four key ingredients are usually necessary to set progress in motion:

1. A need for the program
2. The dedication of an individual or group to the concept of volunteerism
3. An individual with the drive and determination necessary to act on that commitment
4. The ability to win the support and commitment of others.

An assessment of existing literacy needs and resources will often reveal programs which could benefit from the utilization of volunteer services. The Advisory Council, working with the local Right to Read director, can provide a natural vehicle through which a needed volunteer effort could be implemented.

The diversity of the Advisory Council's representation—from business and educational institutions (preschool through adult), social/civic organizations, minorities, church groups, etc.—would provide the Council with community-wide outreach. A Task Force could be established with the charge of planning and implementing a volunteer program. One of the first considerations of such a Task Force would be developing strategies to win the support of others (the educational institutions and the community-at-large) to the program concept.

Gaining Support

What are the steps necessary for winning the support of others?

I. *Establish a need*

First you must demonstrate a need for the volunteer program. The more concrete data you have to support your position, the better. Depending on the thrust of the client population of your volunteer program—preschool, in-school or adult—the following sources of information might prove valuable in gathering data about existing literacy needs:

1. U.S. census reports indicating the levels of education of adults in your area
2. Reports of local welfare agencies indicating the levels of education of their clients
3. Number of high school dropouts in your community
4. Number of available preschool programs in your community
5. Records of the education levels of inmates of local correctional institutions
6. Numbers of individuals in your community whose first language is not English
7. Utilization of library services as indicated by the number of books and materials borrowed
8. Readiness levels of incoming kindergarteners determined through conversations with kindergarten teachers
9. Education and literacy levels of youths and adults working in the industries in your area. Discussions with personnel managers may give you valuable information.
10. Teacher-student ratio in your community's school district
11. Results of recent school bond referenda

II. *Show the benefits of the program*

Next, demonstrate how a volunteer program will benefit them. For example, if you are discussing the possibilities of incorporating a volunteer component into an existing educational program, show how the involvement of volunteers will help that program and its students. The volunteer can be an effective ambassador between an educational program and the community it serves. Volunteers can bridge the informational gap by:

1. Providing opportunities for concerned members of the community to participate in improving the education program—preschool, in-school or adult
2. Helping to stimulate greater citizen understanding of and support for the educational program through citizen participation
3. Obtaining valuable ideas and resources from the community
4. Encouraging the community to take advantage of the services offered

The student also benefits from volunteer participation, because the volunteer can help to:

1. Enhance the learning process and expand the learning environment
2. Provide more individualized instruction
3. Provide reinforcement for learning that occurs in the classroom
4. Enhance a positive self concept in the student
5. Build the student's interest in reading
6. Help the student have a positive attitude toward learning
7. Provide instruction in locations convenient to the student

III. *Plan and implement an organized program*

Right to Read has identified five key components of an effective volunteer program:

1. Recruitment
2. Training Volunteers
3. Effective Use of Volunteers
4. Overcoming Staff Reluctance
5. Overall Program Organization[1]

Indicate that you have done some thinking and planning by offering possible suggestions for implementing these five components. You do not need all the answers immediately. Remember, your administrators, Board of Education and Advisory Council usually want to offer their suggestions, too.

Potential Problems

Administrators may foresee certain problems in implementing a volunteer program in their community. Very often these problem areas will concern one or more of the key components. Try to anticipate them and formulate possible solutions prior to the initial planning session with your administrator and Advisory Council.

To help you be prepared, a brief discussion of potential problem areas and possible solutions is included. Keep in mind that every community is unique. Problems and acceptable solutions to them will vary with the community. Creative solutions will require your knowledge and understanding of the uniqueness of the community in which you live.

Potential Problem Area I — Recruitment

Ideally volunteers should be recruited from the community served. Unfortunately, the areas of greatest need often have limited numbers of available and qualified adults to draw from. This situation is true in many urban and rural communities. Recruiting techniques may need to vary with the community. Techniques used effectively in one community may be inappropriate in another. If possible, use more than one approach in your recruitment effort.

Whom you recruit and how you recruit them may be influenced by:

1. The needs of the population served by the volunteer program—white, black, Latino, Indian, migrant, out-of-school youths, correctional inmates, etc.
2. The nature of the program—supportive of an established educational program; supplemental to an established program; independent of an established educational program.

Recommendations/Solutions

The following strategies may prove helpful in recruiting volunteers:

1. Ask Right to Read Advisory Council members to help identify volunteer resources.
2. Publicize the program. If possible, prepare flyers or brochures which could be sent home with students. Have the local newspaper feature an article on your program.
3. Recruit aggressively if necessary. Sponsor a telephone campaign, personally inviting participation of community members.
4. Contact local civic, professional and social organizations and win their support and commitment for the program.
5. Contact local churches.
6. Contact local colleges, universities, community and junior colleges.
7. Explore the possibility of a peer tutoring component.
8. Be specific when describing the tasks the volunteer will be expected to perform. If possible, describe the tasks in a short brochure or handout.
9. Do not ask volunteers to make a lifetime commitment. Be realistic in your requests.

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[1] *Right to Read '75*, Vol. 2, No. 2 (July, 1975). Newark, Delaware: International Reading Association.

Potential Problem Area II — Limited Expertise/Training

At times the complaint is heard that volunteers do not know what they are doing in the educational setting. They lack the expertise necessary to make them effective.

Recommendations/Solutions

Volunteers cannot be expected to be effective without training. Such training should take place prior to their involvement with students. The training should be concrete, specific and prepare the volunteer to carry out the tasks expected of him/her in the tutoring situation. Expectations cannot be unrealistic, however. The volunteer is not generally a trained teacher or specialist.

Volunteer tutors will find that the one-to-one situation will operate on a very human, personal level. The child may look to the tutor as an adult friend. The adult being tutored may be embarrassed by his/her lack of skills. How the volunteer communicates with his/her tutee may greatly affect that tutee's attitude toward the tutoring experience. Therefore, part of the training session for volunteers should include some basic human relations/communications skills.

Role-playing exercises can be very effective strategies to help volunteers practice newly learned instructional skills. Through role-playing a volunteer may also gain new, valuable insights into the feelings of others.

Potential Problem Area III — Effective Use of Volunteers

A volunteer program which does not effectively utilize the talents and training of its volunteers will not realize maximum success.

Recommendations/Solutions

Teachers should understand the important role which they play in a successful volunteer effort. Inservicing the professional staff helps create a supportive climate for the volunteers. Issues discussed should include:

1. The role of the volunteer—What are the activities the teacher can expect the volunteer to perform? A volunteer who is excited about working with students will not stay long if he/she is asked only to do clerical work.
2. Recognition for the volunteer—Each of us needs to feel that our efforts are appreciated. The teacher plays an important role in communicating support, encouragement and appreciation to the volunteer.
3. Communication skills—Good communication between the volunteer and the teacher is the key to a smooth working relationship. Practice in effective communication techniques would be beneficial for teachers as well as volunteers.

Potential Problem Area IV — Disillusionment

Some volunteer programs have begun with enthusiasm and zealous, willing volunteers, and then, in a short time, both the number of volunteers and the enthusiasm have waned.

Recommendations/Solutions

Retention of volunteers is based largely on the satisfaction the volunteer experiences from working in the program. The volunteer working in an established preschool, in-school or adult program, should be accepted as a team member and recognized as a contributor to the total educational process.

In the beginning, new programs should focus on the one or two areas in which volunteers can be most effective. The educational needs should be real and the tasks meaningful. Any attempt to take on too many problems can cause fragmentation and generally works to the detriment of the program.

Finally, volunteers should only be asked for short-term commitments at first. The volunteer's reactions and effectiveness can then be evaluated before any further commitments are made.

Potential Problem Area V — Dependability

Administrators who are reluctant to implement a volunteer program may complain that volunteers are not always dependable.

Recommendations/Solutions

A. The volunteer's dependability can be enhanced by making a reasonable and realistic request of his/her time. It is much more likely that an individual can maintain a commitment of three hours a week for a semester, rather than three hours a day for an entire year.

B. Cover important ground in the initial interview that will affect the volunteer's dependability. The interviewer (local Right to Read director, program coordinator or administrator) gathers information on the interests, health, skills, talents, and motivation of the volunteer. The volunteer learns about the purpose of the program, the need for his/her help and the responsibilities involved in undertaking various tasks within the program. The first interview could also address areas that affect dependability, such as scheduling, transportation, and child care.

C. A volunteer must continue to feel needed, accepted, and appreciated. Dependability is enhanced by frequent recognition of the volunteer's contributions.

Potential Problem Area VI — Volunteer Expectations

Volunteers sometimes expect and subtly demand special treatment or extra considerations for themselves and their children. They can also be motivated to volunteer strictly for personal gain.

Recommendations/Solutions

The school must develop and stand by a clear policy as to whether or not a parent volunteer may work in his/her child's classroom.

The initial screening process should be taken seriously. The administrator and/or volunteer coordinator should

conduct a candid interview before accepting the services of a volunteer. Developing a list of criteria describing characteristics and qualifications desired in the volunteer might help in the screening process.

During the initial interview the administrator or volunteer coordinator may wish to stipulate what the rewards are for volunteer services and what they are not.

Potential Problem Area VII — Overcoming Staff Reluctance

Volunteers are sometimes threatening to teachers and administrators. Teachers may feel that the extensive use of volunteers will contribute to the elimination of some paid staff positions. Teachers and administrators alike may feel uncomfortable involving community members in the day-to-day activities of the classroom and the school. Adult education programs may see volunteer programs as competing for the same prospective adult students.

Recommendations/Solutions

Districts should not recruit volunteers with the intention of replacing paid staff. To allay teachers' fears, the Board of Education could incorporate a statement to that effect into its written policy when it approves and endorses the volunteer program.

Teachers who do not wish to work with volunteers should not be forced to do so. Reluctant teachers may eventually become interested, if they are left alone to observe their involved and enthusiastic colleagues.

To encourage teachers and administrators to feel comfortable with volunteers, do not overwhelm them at the beginning of a program with great numbers. A small, yet successful beginning can help ensure support for an expanded program. Remember to point out how community/school relations might benefit from the involvement of volunteers in the educational program.

Reluctance to accept a volunteer program can be overcome somewhat if teachers are involved in planning training sessions for the volunteers. They can then feel more confident that the volunteer will be prepared to handle specific tasks in the classroom setting.

Potential Problem Area VIII — Lack of Control

Since volunteers are working without pay, teachers, principals and program administrators sometimes feel a lack of control for them and are timid about being too directive.

Recommendations/Solutions

Try to prevent problems before they occur. Clarify the limitations and expectations of the volunteer's role in the initial interview. Prepare a handout detailing the guidelines which are important for the volunteer to remember and follow.

Screen volunteers carefully and honestly. If an individual does not seem to have the qualities or motivation necessary, do not involve him/her in the program.

Make sure the volunteer feels comfortable enough to discuss conflicts as they arise. Opportunities should be scheduled when the volunteer can share concerns, either as an individual or as part of a group, with the teacher, program administrator or volunteer coordinator.

Potential Problem Area IX—Overall Program Organization

Staff and administration might express concern that a volunteer program will prove an additional burden. They do not have time to coordinate, recruit, screen and train volunteers.

Recommendations/Solutions

An effective volunteer program is a well organized effort. Before implementing the program, clearly define the roles of everyone involved—administrators, teachers, volunteer coordinator and volunteers. Make sure each individual knows the extent of his/her expected participation in the program.

Many time consuming tasks compose the day-to-day operation of a program. Included in these tasks are recruiting, training, scheduling and placement, record keeping, public relations/publicity and evaluation. A designated volunteer coordinator can handle these tasks. Often the coordinator is an experienced volunteer who is active in the PTA or other community organizations. The local Right to Read director can also serve as volunteer coordinator.

Potential Problem Area X—Confidentiality

Some volunteers have been criticized for not honoring confidentiality. Often administrators worry that volunteers might carry destructive tales back to the community which will undermine good school-community relations. If a tutor engages in gossip, the self-concept of the tutee could be damaged.

Recommendations/Solutions

Stress the importance of maintaining confidentiality during the orientation and training of volunteers. The training program should involve some role-playing designed to show the destructiveness of breaching a confidence.

Especially in an in-school program, exercise control over the files and students' records. Generally, handling these files and records should not be done by volunteers.

Provide outlets and avenues of communication for the volunteer's observations and grievances. The chances of a volunteer taking a negative message to the community are greatly reduced if he/she can bring concerns or frustrations to the principal or volunteer coordinator.

New Federal Law

The Family Education Right and Privacy Act of 1974 Public Law 93-380, Section 438 of Title V, signed into law by President Gerald R. Ford on August 21, 1974 — This law allows parents of students "the right to inspect and review any and all official records, files, and data directly related to their children . . ." This includes all the material in the student's cumulative record folder, and academic and psychological reports. This law also states no funds are to be granted to schools which permit the release of educational records to unauthorized individuals or agencies without the

written consent of the student's parents. Therefore, it is important that school districts exercise caution in the area of access to student records by volunteers in order to comply with this new federal law.

Volunteer Tutor Training Programs

After volunteers have been recruited (see H7-H8 for recruitment strategies), the next concern is providing the training they need to function effectively as tutors. Training the volunteers should go hand-in-hand with inservice education programs for teachers who will have volunteers in their classroom.

There are many steps which should be followed in planning a volunteer training program. The following pages offer you suggestions for organizing the training sessions.

Steps in Planning a Volunteer Training Program

1. Review the literature and examine other successful programs.
2. Request input from program administrators.
3. Survey teacher needs.
4. Formulate goals for the volunteer program.
5. Define the role of the volunteer.
6. Establish objectives for the training sessions.
7. Select resource people, if necessary.
8. Choose the location and facilities for the training sessions.
9. Develop activities to accomplish objectives.
10. Outline a realistic time frame.
11. Prepare a tentative agenda.
12. Submit the agenda for review and revision.
13. Contact resource people.
14. Finalize the agenda.
15. Prepare needed materials.

Following a systematic planning procedure will assist in the development of a volunteer training program. Not every step in the procedure suggested below must be followed for all volunteer programs, nor is this the only procedure which can or should be used.

1. Review the literature and examine other successful programs.

   If you have never planned a training session or initiated a volunteer program, it is especially helpful to review what others have done. Learning from their experiences can help you avoid pitfalls.

2. Request input from program administrators.

   If the service of your volunteers will be supplemental to, or supportive of, an established educational program, it is vital that the administrator be supportive. Asking for suggestions about the content of the training sessions, for instance, will help the administrator feel confident that the volunteers have been well prepared.

3. Survey teacher needs.

   Most volunteers will be working closely with teachers, who will probably have specific tasks for the volunteers to perform. It would be helpful for the volunteer to gain experience in some of these areas during the training sessions. The volunteer will then feel more confident of his/her own abilities, and the teacher will be relieved of the responsibility of training the volunteer to carry out those tasks.

4. Formulate goals for the volunteer program.

   Goals of a volunteer program could include:

   — Providing more individualized attention for students who are underachievers in reading, or who have limited literacy skills
   — enhancing a positive self concept in the student
   — increasing the student's oral language facility
   — providing reinforcement for learning that occurs in the established educational program
   — helping the student see that learning can be fun
   — trying to overcome mild reading disabilities before they become too severe
   — building a student's interest in reading

5. Define the role of the volunteer.

   The role which you expect your volunteers to play will influence the content and emphasis of your training program. For example, if a volunteer will be expected to be an adult friend to the tutee, his/her training program might emphasize good communication skills, techniques and strategies for developing positive self-concept. You may wish, however, to emphasize the cognitive aspects of tutoring and concentrate most of the training program content on instructional techniques.

6. Establish objectives for the training sessions.

   Objectives should describe the skills the volunteer will need to meet program goals.

7. Select resource people, if they are needed, to help implement the training program objectives.

   No one individual should bear the complete burden of conducting the training sessions. Developing goals and objectives for the program will help you identify the special skills and competencies you will want in the resource personnel you invite to participate. Tap your school district and community-at-large when locating resource personnel. Varying the personnel will also add interest to your program. If possible, identify at least two individuals with the skills necessary to meet specific program objectives. Then if one individual is unable to participate, you can readily invite the second with minimal loss of planning time.

8. Choose the location and facilities in which the training program will be held.

9. Develop activities to accomplish objectives.

   Include the kinds of activities the volunteers should experience to gain the skills they need.

10. Outline a realistic time frame.

    Remember, the length of training does not necessarily indicate the quality of training. The time allowed for training must be realistic. It must take into consideration the needs and limitations of the educational program and of the volunteers. A training session that is too lengthy might discourage eager, excited volunteers who are giving their own time to participate in the program.

    To ensure that the training received by volunteers is comprehensive yet realistic in terms of time, consider shortening the preservice program and supplementing it with brief inservice sessions during the year.

11. Prepare a tentative agenda.

    Consider objectives and activities, time, personnel and material resources available.

12. Submit the agenda for review and revision.

    Request input from all levels of personnel who will be involved in the program. Ask an administrator, a teacher, and an experienced volunteer to review the training you have planned. Viewing the program from his/her own perspective, each will be able to point out weaknesses which you might have overlooked.

13. Contact resource people, if needed.

    It is better to contact resource people after the agenda has been approved. Proposed sessions might be eliminated during the review process. It would be embarrassing for everyone concerned if resource people who have already agreed to help must later be told that their sessions were cancelled.

14. Finalize the agenda.

15. Prepare needed materials.

The following five pages provide you with sample worksheets to help in planning a volunteer training program.

Planning Worksheet: Volunteer Training Program

STATE THE GOAL (S) OF THIS VOLUNTEER TRAINING PROGRAM

To Build the Student's Interest in Reading

List the Objectives of This Volunteer Training Program

I. At the conclusion of this training, program participants will demonstrate the ability to administer a reading interest inventory.

II. At the conclusion of this training, program participants will demonstrate the ability to use the language experience approach.

III. Etc.

IV.

Planning Worksheet: Volunteer Training Program

OBJECTIVE I: At the conclusion of this training session, participants will demonstrate the ability to administer a reading interest inventory.

ACTIVITIES	STAFFING	ESTIMATED TIME	MATERIALS	EQUIPMENT
1. Discussion: Purpose of RII and questioning strategies;	Jim Garcia, volunteer	15 minutes	Handout of sample RII	Overhead, grease pencil, extension cord, screen, erasing cloth
2. Small group activities: Practice in questioning strategies;		30 minutes	Transparency of RII	
3. Pairing: Practice in administering RII		15 minutes		

Planning Worksheet: Volunteer Training Program

OBJECTIVE II: At the conclusion of this training sesson, participants will demonstrate the ability to use the language experience approach.

ACTIVITIES	STAFFING	ESTIMATED TIME	MATERIALS	EQUIPMENT
1. Discussion: What is language experience?	Jill Smith, Reading Coordinator	15-20 minutes	Handouts	Overhead, grease pencil, extenson cord, screen, erasing cloth
2. Role playing a language experience exercise	Jill Smith and Louis Young, volunteer	15 minutes	Transparencies, sample student books, index cards	
3. Pairing: Participants practice with each other or student volunteers if possible		30 minutes		Tape recorders

Possible Topics For a Tutor Training Program in Reading

1. Goals of the volunteer program
2. Role of the volunteer tutor
3. Orientation to facilities and procedures
4. Good communication techniques
5. Overview of the district's reading program
6. The role of self concept in the learning process
7. Overview of the reading process
8. Literacy: Reading and communication skills
9. Readiness and reading
10. Language and reading
11. Activities to encourage readiness
12. Simple diagnostic techniques
13. Techniques for developing word recognition skills
14. Techniques for improving sight vocabulary
15. Techniques for developing comprehension skills
16. Possible characteristics of children experiencing reading difficulties
17. Psychology of the adult learner
18. Reading aloud to children
19. Using the language experience approach
20. Reading activities
21. Using audio-visual equipment
22. Questioning strategies
23. Listening skills
24. Study skills
25. Instructional games — use and construction
26. Helping the child select the right book
27. Using the library as a resource
28. Strategies for effective group work
29. Planning the tutoring lesson
30. High interest/low vocabulary books
31. Using magazines and newspapers
32. Using materials from everyday living
33. Discussion of terminology
34. Story telling
35. Self-evaluation
36. Interest inventory

Developing the Content of the Training Sessions

It is important that volunteers have a sense of purpose and direction when they begin their tutoring experiences. They should have a clearly defined concept of their role and an understanding of their contributions to the total educational program.

Conducting a training program for volunteers prior to their involvement with students will help give them this perspective. It can also alleviate apprehension by giving the volunteer knowledge and experiences which will help him/her feel more comfortable in the tutoring situation.

What procedures should be followed when planning a training program? What topics should the sessions address? Time limitations might dictate that some items be excluded. If so, how will topics covered during the training be selected?

Below are some general considerations which should be reviewed when you are planning the training sessions.

1. The educational and experiential background of the volunteer
2. The nature of the population to be served
3. The situation in which the volunteer will be expected to work (one-to-one, small group)
4. The necessity of including an orientation to program policies, procedures and facilities in the training sessions. Such an orientation might include:
   a. How volunteer assignments will be made
   b. The hours volunteers will be expected to contribute
   c. A tour of building facilities, including lounge and work areas
   d. A discussion of fire and tornado drill procedures
   e. The location and availability of instructional materials
   f. Record keeping procedures
   g. The relationship with the volunteer coordinator
   h. The relationship with paid staff
   i. For in-school programs, the school's policy regarding parents working in their own children's classroom

Right to Read Handbooks For Volunteer Tutor Training Programs

The National Right to Read Office has revised the three volunteer tutor publications originally produced by the National Reading Center. These useful handbooks are now available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Publications should be ordered by G.P.O. Stock Number, and payment should be included.

1. Tutors' Resource Handbook (DHEW Publication No. (OE) 7400101). GPO Stock No. 1780-01333. Price $2.15.
2. Tutor-Trainers' Resource Handbook (DHEW Publication No. (OE) 74-00102). GPO Stock No. 1780-01334. Price $1.90.

3. Tutoring Resource Handbook for Teachers (DHEW Publication No. (OE) 74-00103). GPO Stock No. 1780-01332. Price $.75.

Special Considerations

Although the information included in this section of the Right to Read manual is generally applicable to most volunteer programs, specific kinds of educational programs will have unique concerns. Two special program areas are discussed below.

Preschool Programs

An excellent resource for those interested in implementing a preschool volunteer program is *Getting People to Read*, by Carl Smith and Leo Fay. The second chapter, devoted to preschool programs, describes a variety of successful preschool programs. In addition, it briefly reviews the underlying concepts of early childhood education which the authors feel must be understood by volunteers working at this level. The five basic principles are:

1. Language should start with concrete experience.
2. Social relationships are best understood when they are seen in some concrete form.
3. There is no clear-cut set of experiences and sequence of activities a child must complete before he/she learns to read.
4. Language develops best when it is used in interesting activities.
5. Thinking patterns can be prompted by questions the adults ask.[3]

Adult Programs

When planning a volunteer program for adults, one should always remember that adults are ADULTS—they are not tall children. They bring to the tutoring session a wealth of background experiences and concerns that a child does not. The adult tutee is a grown-up and should be so treated. A condescending attitude on the part of a tutor will be disastrous to the tutor-tutee relationship, and perhaps to the volunteer program as a whole.

There are two national, non-profit organizations which presently prepare tutors to work with adults: Literacy Volunteers of America and the National Affiliation for Literacy Advance, Lauback Literacy.

For further information write:

Literacy Volunteers of America, Inc.
222 West Onondaga Street
Syracuse, New York 13202
Phone: (315) 478-2113

National Affiliation for Literacy Advance
Priscilla Gipson, Executive Secretary
Lauback Literacy, Inc.
P.O. Box 131
Syracuse, New York 13210

Organizational Materials and Handouts

The remainder of this section of the Right to Read Manual consists of sample forms and materials to assist you in the implementation of a volunteer program. Not all materials will be appropriate or necessary in your program. You may want to adapt or reproduce those which you do find useful. Listed below are the items in two general categories.

I. Materials to aid in program organization and evaluation

Sample News Release
Sample Job Description — Volunteer Program Coordinator
Sample Job Description — Building Volunteer Coordinator
Sample Job Description — Reading Tutor
Pupil Background Information
Parental Permission Form
Tutor Information Form

Daily Lesson Plan Form 1
Daily Lesson Plan Form 2
Daily Record Sheet
Daily Tutoring Record

Weekly Self-Evaluation of Tutor Performance
Teacher's Evaluation of the Tutor
Tutor's Evaluation of the Student

II. Materials suitable for distribution and use during training sessions

Creating an Effective Teacher-Tutor Relationship
Criteria for Selecting Students for a Tutoring Program
Guidelines for Volunteers
The Objectives of the Volunteer Tutoring Program
How the Teacher Can Prepare the Student for Tutoring
What is an Interest Inventory?
Reading Interest Inventory
Points to Remember in Tutoring Programs
Tips for the Tutor

SAMPLE NEWS RELEASE

For Release: (IMMEDIATE or date) CONTACT: (NAME) Volunteers Sought to Help Elementary School Children Improve Reading Skills

A training workshop for volunteer reading tutors will be held in (place) beginning (date)

Sponsored by (name of group or school) , the workshop is open to all those interested in assisting children a few hours regularly each week.

Tutors will work in a local school, under the direction of a primary grade teacher.

The workshop will give 16-20 hours of training over a _____ week period. Volunteers will be provided with the "Tutors' Resource Handbook" and other aids. Upon completion of the course, reading tutors will work with children who need their help in neighborhood schools.

[3]Smith, Carl and Fay, Leo. *Getting People to Read*, New York, New York: Delta Books (1973) pp. 41 & 42.

The workshop will be conducted by Right to Read trainers.

Volunteers who wish to help elementary school children improve their reading skills may sign up for the tutor training workshop by contacting (name, telephone, address).

(Name of State) is one of the states participating in this national effort to generate thousands of trained reading volunteers by the end of this year.

SAMPLE JOB DESCRIPTION

Job Title: Volunteer Program Coordinator

Job Objectives: (1) In cooperation with the Right to Read Advisory Council and the administration, to organize, develop, and direct the tutor-training program on the local level. (2) To recruit and train coordinators to work at the building level.

Functions:

a. Serve as ex-officio member of the Right to Read Advisory Council which established goals and implements the tutor program.

b. Recruit and train a building coordinator for each place where program will be operating.

c. Assist the LEA Task Force with the organization and administration of tutor program activities—recruitment, interviewing, and referral of volunteers to schools requesting tutors.

d. Determine schedule for training sessions.

e. Select adequate training sites for each trainer and/or training session.

f. Secure additional tutor-training materials for training of volunteers.

g. Schedule teacher-orientation sessions.

h. Assist in conducting teacher-orientation sessions.

i. Help building coordinators in recruiting, interviewing, placing, supervising and other aspects of programming for volunteers.

j. Maintain records of volunteer activities.

k. Evaluate, process, and report results to the Right to Read Advisory Council.

Qualifications:

Experience in working with public and community organizations, particularly parent groups such as the PTA.

Knowledge of the community and its resources.

Experience as reading tutor.

Mobility to travel to participating locations.

Ability to train and service building volunteer coordinators.

May be staff member of an existing volunteer program.

Training:

Attendance at one series of tutor-training sessions.

The local Right to Read director might serve in this capacity.

Responsible To: Administration and Right to Read Advisory Council.

SAMPLE JOB DESCRIPTION

Job Title: Building Volunteer Coordinator

Job Objective: To act as liaison between professional staff of school and the volunteers in the school.

Place of Work: In school building and at home.

Hours: Two hours three times a week minimum, for a period of at least one year. Two hours per school day are desirable.

Functions:

a. Assist in orientation of school staff.

b. Process teacher requests for volunteer tutors.

c. Enlist support of neighborhood agencies and publications, coordinating promotion with tutor program public relations committee.

d. Help in recruitment of tutors.

e. Secure volunteer tutors' applications, conduct interviews, reveiw tutors' job descriptions, and assign volunteers with help or concurrence of principal.

f. Arrange for training sessions for prospective volunteers.

g. Provide basic tutor orientation at the building level.

h. Confer with principal and teachers when necessary.

i. Maintain resource materials and supplies for volunteers.

j. Maintain records of volunteer activities and student progress.

k. Arrange for substitutes when volunteers must be absent.

l. Plan for ongoing motivation of volunteers.

m. maintain regular communication with community coordinator.

Qualifications:

Ability to delegate responsibility, explain the reasons for certain jobs, make decisions and generate teamwork and loyalty.

Working knowledge of school-parent organizations and active membership in such an organization.

Understanding of needs and problems of children.

Experience as school volunteer or tutor.

Training:

Training in the basics of recruitment, placement, motivation, and evaluation of school volunteers.

Attendance at one complete tutor-training course conducted for tutors in the community.

3. Tutoring Resource Handbook for Teachers (DHEW Publication No. (CE) 74-00103). GPO Stock No. 1780-01332. Price $.75.

Special Considerations

Although the information included in this section of the Right to Read manual is generally applicable to most volunteer programs, specific kinds of educational programs will have unique concerns. Two special program areas are discussed below.

Preschool Programs

An excellent resource for those interested in implementing a preschool volunteer program is *Getting People to Read*, by Carl Smith and Leo Fay. The second chapter, devoted to preschool programs, describes a variety of successful preschool programs. In addition, it briefly reviews the underlying concepts of early childhood education which the authors feel must be understood by volunteers working at this level. The five basic principles are:

1. Language should start with concrete experience.
2. Social relationships are best understood when they are seen in some concrete form.
3. There is no clear-cut set of experiences and sequence of activities a child must complete before he/she learns to read.
4. Language develops best when it is used in interesting activities.
5. Thinking patterns can be prompted by questions the adults ask.[3]

Adult Programs

When planning a volunteer program for adults, one should always remember that adults are ADULTS—they are not tall children. They bring to the tutoring session a wealth of background experiences and concerns that a child does not. The adult tutee is a grown-up and should be so treated. A condescending attitude on the part of a tutor will be disastrous to the tutor-tutee relationship, and perhaps to the volunteer program as a whole.

There are two national, non-profit organizations which presently prepare tutors to work with adults: Literacy Volunteers of America and the National Affiliation for Literacy Advance, Lauback Literacy.

For further information write:

Literacy Volunteers of America, Inc.
222 West Onondaga Street
Syracuse, New York 13202
Phone: (315) 478-2113

National Affiliation for Literacy Advance
Priscilla Gipson, Executive Secretary
Lauback Literacy, Inc.
P.O. Box 131
Syracuse, New York 13210

Organizational Materials and Handouts

The remainder of this section of the Right to Read Manual consists of sample forms and materials to assist you in the implementation of a volunteer program. Not all materials will be appropriate or necessary in your program. You may want to adapt or reproduce those which you do find useful. Listed below are the items in two general categories.

I. Materials to aid in program organization and evaluation

Sample News Release
Sample Job Description — Volunteer Program Coordinator
Sample Job Description — Building Volunteer Coordinator
Sample Job Description — Reading Tutor
Pupil Background Information
Parental Permission Form
Tutor Information Form

Daily Lesson Plan Form 1
Daily Lesson Plan Form 2
Daily Record Sheet
Daily Tutoring Record

Weekly Self-Evaluation of Tutor Performance
Teacher's Evaluation of the Tutor
Tutor's Evaluation of the Student

II. Materials suitable for distribution and use during training sessions

Creating an Effective Teacher-Tutor Relationship
Criteria for Selecting Students for a Tutoring Program
Guidelines for Volunteers
The Objectives of the Volunteer Tutoring Program
How the Teacher Can Prepare the Student for Tutoring
What is an Interest Inventory?
Reading Interest Inventory
Points to Remember in Tutoring Programs
Tips for the Tutor

SAMPLE NEWS RELEASE

For Release: (IMMEDIATE or date) CONTACT: (NAME) Volunteers Sought to Help Elementary School Children Improve Reading Skills

A training workshop for volunteer reading tutors will be held in (place) beginning (date)

Sponsored by (name of group or school) , the workshop is open to all those interested in assisting children a few hours regularly each week.

Tutors will work in a local school, under the direction of a primary grade teacher.

The workshop will give 16-20 hours of training over a _____ week period. Volunteers will be provided with the "Tutors' Resource Handbook" and other aids. Upon completion of the course, reading tutors will work with children who need their help in neighborhood schools.

[3]Smith, Carl and Fay, Leo. *Getting People to Read*, New York, New York: Delta Books (1973) pp. 41 & 42.

The workshop will be conducted by Right to Read trainers.

Volunteers who wish to help elementary school children improve their reading skills may sign up for the tutor training workshop by contacting (name, telephone, address).

(Name of State) is one of the states participating in this national effort to generate thousands of trained reading volunteers by the end of this year.

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a. Serve as ex-officio member of the Right to Read Advisory Council which established goals and implements the tutor program.

b. Recruit and train a building coordinator for each place where program will be operating.

c. Assist the LEA Task Force with the organization and administration of tutor program activities—recruitment, interviewing, and referral of volunteers to schools requesting tutors.

d. Determine schedule for training sessions.

e. Select adequate training sites for each trainer and/or training session.

f. Secure additional tutor-training materials for training of volunteers.

g. Schedule teacher-orientation sessions.

h. Assist in conducting teacher-orientation sessions.

i. Help building coordinators in recruiting, interviewing, placing, supervising and other aspects of programming for volunteers.

j. Maintain records of volunteer activities.

k. Evaluate, process, and report results to the Right to Read Advisory Council.

Qualifications:

Experience in working with public and community organizations, particularly parent groups such as the PTA.

Knowledge of the community and its resources.

Experience as reading tutor.

Mobility to travel to participating locations.

Ability to train and service building volunteer coordinators.

May be staff member of an existing volunteer program.

Training:

Attendance at one series of tutor-training sessions.

The local Right to Read director might serve in this capacity.

Responsible To: Administration and Right to Read Advisory Council.

SAMPLE JOB DESCRIPTION

Job Title: Building Volunteer Coordinator

Job Objective: To act as liaison between professional staff of school and the volunteers in the school.

Place of Work: In school building and at home.

Hours: Two hours three times a week minimum, for a period of at least one year. Two hours per school day are desirable.

Functions:

a. Assist in orientation of school staff.

b. Process teacher requests for volunteer tutors.

c. Enlist support of neighborhood agencies and publications, coordinating promotion with tutor program public relations committee.

d. Help in recruitment of tutors.

e. Secure volunteer tutors' applications, conduct interviews, reveiw tutors' job descriptions, and assign volunteers with help or concurrence of principal.

f. Arrange for training sessions for prospective volunteers.

g. Provide basic tutor orientation at the building level.

h. Confer with principal and teachers when necessary.

i. Maintain resource materials and supplies for volunteers.

j. Maintain records of volunteer activities and student progress.

k. Arrange for substitutes when volunteers must be absent.

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Qualifications:

Ability to delegate responsibility, explain the reasons for certain jobs, make decisions and generate teamwork and loyalty.

Working knowledge of school-parent organizations and active membership in such an organization.

Understanding of needs and problems of children.

Experience as school volunteer or tutor.

Training:

Training in the basics of recruitment, placement, motivation, and evaluation of school volunteers.

Attendance at one complete tutor-training course conducted for tutors in the community.

Responsible To: School principal and community coordinator.

SAMPLE JOB DESCRIPTION

Job Title: Reading Tutor

Job Objectives: To provide reinforcement to a child with reading difficulties through a one-to-one relationship as an instructional aide; to improve a child's self-image; and to expand a child's learning experiences.

Place to Work: In school classroom or place designated by principal; or in another tutoring site such as a church, community center or library.

Hours: Twice a week, approximately one hour at each session.

Duration of Job: Until end of school year.

Duties: Under the direction and guidance of the teacher, the reading tutor will:

Help the child to develop a positive self-image and sense of self-worth through personal concern and reassurance about himself/herself and his/her schoolwork.

Help the child develop a positive attitude toward reading.

Help the child overcome deficiencies in specific reading skills.

Qualifications:

Good health; must agree to conform to local health requirements for school personnel.

Dependability and promptness.

Ability to relate to children and understand their needs.

Respect for confidentiality.

Flexibility, friendliness, and patience.

Dress to conform with standards set for school personnel.

Orientation and Training:

Sixteen to twenty hours of training in reading tutoring (including practicum).

Basic orientation to the school, its facilities, policies, and volunteer program.

Additional inservice training when necessary.

Responsible To: The teacher under whose direction the tutor is working. The reading tutor will also cooperate with the volunteer coordinator and the principal, or his/her appointed school staff representative.

PUPIL BACKGROUND INFORMATION
(To be completed by the teacher)

Student's name_____

Age___ Reading Level___ Grade Level_____

Parent's Name (or Guardian)_____

Address_____ Phone No._____

Number of children in family_____

What approximate reading level would you suggest for beginning tutoring materials with this student? (Keep in mind that the tutor can advance to higher level materials.)

List this student's strengths in reading.

List the three reading skills in which this student needs the most help.

1.

2.

3.

Does the student have any physical problem which may interfere with his/her reading ability? Explain.

Does the student have any other problems that may interfere with his/her reading ability (emotional, environmental, language, etc.) ? Explain.

List any special interests this student has which may help his/her tutor establish rapport more quickly.

Do you have any other comments concerning this student that might be of use to his/her tutor?

Teacher's Signature _____

Room No. _____

PARENTAL PERMISSION FORM
Tutoring Program in Reading

Dear Parent,

_____has suggested that your child
(teacher's name)

might benefit from some extra attention in the area of reading. We hope that you will cooperate with, and take an interest in, this new tutoring program sponsored by_____ School.
If you have any questions, please call_____
(Volunteer Coordinator)
at_____
(telephone number)

_____has my permission to be
(child's name)
part of _____ School's tutoring program in reading. I understand that he/she will meet regularly during school hours with a tutor who has been especially trained to help with reading.

_____
Parent's signature

_____
Date

Please return this form to the classroom teacher.
Thank you.

TUTOR INFORMATION FORM

Name: Mr. / Mrs. / Miss _____

Address:_____

Phone Number: _____ Date:_____

Highest level of Education:_____

If you have children, list their name, age, grade level and school they attend.

_____

_____

_____

_____

If you have a preference, please list whether you would rather work with boys or girls and at what grade level.

_____

When (days and times) are you available to serve regularly each week? Please indicate the specific days, the number of hours and whether mornings or afternoons are best.

_____

_____

What are your special interests or hobbies?

_____

Do you speak another language in addition to English? If so, which one?

_____

Do you have any special abilities that might be useful in the classroom? If so, what are they?

_____

Responsible To: School principal and community coordinator.

SAMPLE JOB DESCRIPTION

Job Title: Reading Tutor

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Additional inservice training when necessary.

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(To be completed by the teacher)

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Parent's Name (or Guardian) _____

Address _____ Phone No._____

Number of children in family_____

What approximate reading level would you suggest for beginning tutoring materials with this student? (Keep in mind that the tutor can advance to higher level materials.)

List this student's strengths in reading.

List the three reading skills in which this student needs the most help.

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2.

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(Volunteer Coordinator)
at_____
(telephone number)

_____has my permission to be
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part of _____ School's tutoring program in reading. I understand that he/she will meet regularly during school hours with a tutor who has been especially trained to help with reading.

_____
Parent's signature

_____
Date

Please return this form to the classroom teacher.
Thank you.

TUTOR INFORMATION FORM

Name: Mr. / Mrs. / Miss _____

Address:_____

Phone Number: _____ Date:_____

Highest level of Education:_____

If you have children, list their name, age, grade level and school they attend.

_____

_____

_____

_____

If you have a preference, please list whether you would rather work with boys or girls and at what grade level.

_____

When (days and times) are you available to serve regularly each week? Please indicate the specific days, the number of hours and whether mornings or afternoons are best.

_____

_____

What are your special interests or hobbies?

_____

Do you speak another language in addition to English? If so, which one?

_____

Do you have any special abilities that might be useful in the classroom? If so, what are they?

_____

Daily Lesson Plan: Form 1

Student's name _____

Tutor's name _____ Date _____

Objective:

Materials:

Procedure:
Introduction:

Practice Activity:

Reinforcement:

Evaluation:

Daily Lesson Plan: Form 2

Student _____ Tutor _____ Teacher _____

OBJECTIVE FOR TODAY	ACTIVITIES	TUTOR'S COMMENTS	TEACHER'S COMMENTS

Daily Record Sheet

Student_____

Tutor _____ Date_____

Review:

Readiness:

Specific Purpose:

General Purpose:

Materials

Reading Selection: Title_____

Author_____

Source_____

Procedures:

Evaluation:

Daily Tutoring Record

Student's name_____

Tutor's Name _____ Date_____

Materials Used

Notes made during the tutoring session

Student's reactions

To the purpose of the lesson_____

_____

_____

To the books and materials used_____

_____

_____

To the instructional procedures used_____

_____

_____

Tutor's reactions and comments

Weekly Self-Evaluation of Tutor Performance
(To be completed by the tutor)

____ Yes	____ No	There was (were) specific objective (s) for the lesson.
____ Yes	____ No	There was a clear plan outlining how to conduct the lesson.
____ Yes	____ No	Materials were there and ready for use.
____ Yes	____ No	A variety of activities kept the lessons interesting.
____ Yes	____ No	I praised and encouraged the learner often.
____ Yes	____ No	I made notes on the learner's responses.
____ Yes	____ No	I showed enthusiasm for our work.
____ Yes	____ No	I gave the learner a sense of his/her progress.
____ Yes	____ No	I have a better idea about what steps to take next.

What is Success?

Success in tutoring comes from concern for all the areas listed on this self-evaluation form. You do not have to score high in every category each time you tutor a child. In fact, that is not likely to happen. The greatest weight should be given to those questions that deal with evidence of change in the learner. You may plan well, but if the learner does not respond, something else has to be done to achieve the success that you are after.

TEACHER'S EVALUATION OF THE TUTOR
(To be completed by the teacher)

Name of Tutor_____

Name of Teacher_____ Date_____

Rate the performance of the tutor according to the statements below.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

__ __ __ __ The tutor worked effectively with the
SA A D SD teacher.

__ __ __ __ The tutor's attendance was regular and de-
SA A D SD pendable.

__ __ __ __ The tutor established rapport with his/her
SA A D SD assigned students.

__ __ __ __ The tutor provided an appropriate model
SA A D SD for the students in his/her behavior, speech and dress.

__ __ __ __ The tutor carried out instructions well.
SA A D SD

__ __ __ __ The tutor kept good daily records.
SA A D SD

__ __ __ __ The tutor worked without extensive direc-
SA A D SD tion from the teacher.

__ __ __ __ The tutor at all times maintained a profes-
SA A D SD sional relationship with the student, teacher and the school staff.

__ __ __ __ The tutor helped improve the student's atti-
SA A D SD tude and/or reading ability.

__ __ __ __ The tutor showed initiative in planning ac-
SA A D SD tivities for the student.

__ __ __ __ The tutor changed or adapted the lesson
SA A D SD plans to the needs of the student when necessary.

__ __ __ __ The tutor seemed to enjoy working in the
SA A D SD tutoring situation.

TUTOR'S EVALUATION OF THE STUDENT
(To be completed by the tutor)

Student's Name_____ Grade_____

Tutor's Name _____ Date_____

How many sessions did you actually meet with the student?

How has the student responded to the tutoring sessions and to you as a personal friend?

Have you noticed a change of attitude on the part of the student toward the tutoring sessions or toward reading?

What skills have you been working on with this student?

What materials have you used with this student?

What are your impressions of the problems facing your student?

What do you see as the strengths of this student?

Have you had any special problems with this student?

What change, if any, have you noticed in the student's reading ability or in the student's ability to use specific skills?

What recommendations would you make concerning future work with this student?

CREATING AN EFFECTIVE
TEACHER - TUTOR RELATIONSHIP
TEACHER'S CHECKLIST

In working with tutors, teachers need to recognize the tutors as individuals with their own specific capabilities, talents, and needs. Remembering the following points will help teachers establish effective working relationships with their tutors.

1. *Tutors need encouragement.* They may often feel very insecure in their new role as a tutor.
2. *Tutors need to be treated with respect.* They are giving their time because they are interested in the educational process. They need to be respected for their willingness to help and for their special abilities.
3. *Tutors need assistance and direction.* Let tutors know that you are available to help. You could offer to help the tutors locate materials or seek additional assistance for the tutors if necessary.
4. *Tutors need to feel wanted or needed.* Teachers should let tutors know that the assistance they provide is of value to the teacher and the student.
5. *Tutors need to know what is expected of them.* Do not let the tutor wonder whether to wait for teacher direction or use his/her own initiative.
6. *Tutors need praise.* When the tutor's efforts are successful, the teacher should be appreciative of the tutor's contribution.

Criteria For Selecting Students For a Tutoring Program

There are many people who could benefit from individualized instruction and attention. In general, people in the following categories might profit from tutoring. (Notice that many of these require selective judgements.)

1. Someone who is one semester or more behind in general reading ability.
2. Someone who lacks specific skills in reading which are needed to progress in other subject areas.
3. Someone who has a limited background of experiences and who has difficulty communicating.
4. Someone who lacks several important skills which limit his/her entire reading growth.
5. Someone who lacks several skills but whose poor attitude and past failures interfere with progress.
6. Someone whose first language is not English.
7. Someone who is illiterate or wants to learn to read better.

Guidelines For Volunteers

1. Have the time and desire to give. A consistent time schedule for one or more days of the week should be established.
2. Be friendly, reliable, flexible and honest. This will help you develop an open relationship with the student or students you will be working with.
3. Be warm and compassionate. Those who are most difficult to love often need it the most.
4. Have faith in the student's ability to perform and communicate that belief to him/her. Believing in the student is vital.
5. Be enthusiastic about what you are teaching, discussing and helping the student discover. Your interest in the material will be conveyed and will spark interest.
6. Have a professional attitude and interest in education. Confidential matters must be kept confidential. Information from student files must be kept private.
7. Feel a deep obligation to support and help the schools.
8. Be consistent and reliable in your commitment. Dependability and cooperativeness are more important than special skills. Remember that the teacher has the ultimate responsibility and will make the final decision about classroom activities. Avoid criticizing the teacher or school programs in general.
9. Be sure to call the school if you must miss a tutoring session. The teacher can then be informed of your absence.
10. A feeling of mutual understanding and confidence between the tutor and the school is essential. The school wants you to enjoy your experience. If there are any problems, if you would rather work in another subject area or with another teacher or if circumstances dictate that you change the days or hours you wish to volunteer, notify the volunteer coordinator.

The Objectives of the Volunteer Tutoring Program

The objectives of the volunteer program could include:

1. Providing more individualized attention for students who are underachievers in reading.
2. Enhancing a positive self concept in the student.
3. Increasing the student's oral language facility.
4. Providing reinforcement for learning that occurs in the classroom.
5. Building the student's interest in reading.
6. Helping the student see that learning can be fun.
7. Trying to overcome mild reading disabilities before they become too severe.

How the Teacher Can Prepare the Student For Tutoring

The teacher can help the student have a positive attitude toward the tutoring sessions by talking with him/her prior to the first session. Some suggestions to consider are:

1. Tell the student about the tutoring program. Explain that he/she has been selected to work with a special person (by name, please) at a certain time, in a certain location. Arrange a special signal with the student so that he/she will be ready when it is time. Be positive in your attitude toward the program.
2. If others ask about what is going on, be truthful and positive. Help them to see that the tutoring program is pleasant and desirable and not something about which they will want to tease those involved.
3. Help the student view the tutoring session as something enjoyable and helpful and not as a punishment. It is important to arrange the tutee's schedule so that he/she is not tutored during recess or a favorite activity. Occasionally it may be necessary to cancel a regularly scheduled tutoring session for some activity that may be very important to the student.
4. Be alert to any change in student attitude or improvements in his/her reading skills. Praise the student as well as the tutor, but do not do it in front of the class if it will cause embarrassment. Let the child know privately that you are pleased with his/her progress.

What is an interest inventory?

. . . A device which can help the tutor learn more about the individual he/she is tutoring.

HOW CAN THE TUTOR USE THE INTEREST INVENTORY?

. . . To get acquainted with the student

. . . To select or prepare materials to be used in tutoring sessions

. . . To select stories which can be read to the student

. . . To know the interests of the students to help him/her select materials for recreational reading

. . . To involve the student in language experience activities

Questionnaire
Reading Interest Inventory

Directions: Ask the student the following questions.

1. What do you like to do after school?
2. Do you make things? What things have you made?
3. What do you like to play with at home?
4. How much time do you spend listening to the radio?
   on a school day_____ on a weekend _____
5. What is your favorite television program?
6. Do you like to have someone read or tell a story to you?
7. What magazines do you read?
8. Do you ever visit the public library?
9. Do you read comic books? What are your favorites?
10. What kind of work do you want to do when you finish school?
11. Have you read any books or stories about the kind of work you want to do?
12. How do you feel about reading the following?

	DO NOT LIKE	LIKE A LITTLE	LIKE A LOT
Stories about animals	_____	_____	_____
Mystery stories	_____	_____	_____
Adventure stories	_____	_____	_____
Funny stories	_____	_____	_____
Comics	_____	_____	_____
Science fiction	_____	_____	_____
Cowboy stories	_____	_____	_____
Sports stories	_____	_____	_____
Myths and legends	_____	_____	_____
Stories about dinosaurs	_____	_____	_____
History	_____	_____	_____
True stories about people	_____	_____	_____
Stories about places	_____	_____	_____
Cookbooks	_____	_____	_____
Catalogues	_____	_____	_____

Are there any other kinds of things you like to read or read about?

Points to Remember in Tutoring Programs

1. The effect of tutoring is often difficult to measure. There are seldom spectacular successes.
2. Tutoring can help curtail absenteeism, which is often a problem with students having difficulty in school.
3. A tutoring program can show that someone cares. Tutors are able to offer the individual attention that a teacher often does not have time to give.
4. Always encourage students by pointing out areas in which they excel or have improved.
5. Try to find out the special interest of the student. Design many of your tutoring sessions around those subject areas.
6. Emphasize skill development and student discovery rather than forced memorization of the materials.
7. Provide problem solving situations to give the student the opportunity to develop research and thinking skills.
8. Analysis, rather than mere rote recall, is the goal. Provide practice in decision-making.
9. Students need help in learning how to learn. This involves knowing how to find information and judge its worth.

Tips For the Tutor

Tutoring demands a definite commitment. Do not start unless you can be faithful throughout the program. Few things will dampen a student's faith in his/her tutor more quickly than having one who fails to appear at a scheduled session.

1. Follow though on all your promises.
2. Make your student feel that he/she can have success.
3. Be reasonable in what you expect to accomplish as a volunteer.
4. Be sensitive to the existence of emotional or psychological problems which may be affecting the performance of the person being tutored. It is not the tutor's role to handle these problems. However, you might bring them to the attention of the teacher or principal.
5. *AVOID ASSUMING THE ROLE AND RESPONSIBILITIES OF THE TEACHER AND PARENT.* Your job is to help these people, not replace them.
6. Resist the temptation to criticize the schools as a means of identifying with the student. If there are questions regarding the school's instructional program, its policies or procedures, the tutor should contact the teacher and then, if necessary, the principal.
7. Always be on time. This adds to the effectiveness of your tutoring. If you are late, the student may begin to doubt the sincerity of your concern for tutoring him/her.

BIBLIOGRAPHY ON VOLUNTEER PROGRAMS

The materials listed below would be useful to you in planning and implementing a volunteer program.

ACTION, The National Student Volunteer Program. *High School Student Volunteers.* 806 Connecticut Avenue, N.W., Washington, D.C. 20525.

This helpful manual was written for those who wish to institute or expand a high school sponsored volunteer program. Based on the experiences of a wide variety of successful programs, it shows in detail how to implement a volunteer effort.

Chambers, Jewell C. (Ed.) *ABC's: A Handbook for Educational Volunteers.* Washington, D.C.: Washington Technical Institute, December, 1972.

This guide provides a basic outline for establishing a volunteer program which should be modified to meet local needs and situations. Some of the topics are: recruitment of volunteers, orientation and training for volunteers and evaluation of volunteer programs.

Church Women United. *Guidelines for Adult Basic Education Volunteers,* Box 134 Manhattanville Station, New York, New York 10027, 1971. 40 p. $1.00.

This resource offers suggestions for creating a local unit of volunteers using existing training resources.

Gardner, Allen. *Paraprofessionals and Their Performance.* New York: Praeger, 1971.

The role of the paraprofessional is fully described here. Training and classroom performance are included.

Goldman, Samuel. *The School Principal.* New York: Center for Applied Research in Education, Inc., 1966.

This book gives complete information on the principal's role, responsibilities, education and functions in the community.

Griffiths, Daniel. *The School Superintendent.* New York: Center for Applied Research in Education, Inc., 1966.

Discussed here is the development of the position of superintendent, including his/her education, role, function and status.

Huntsville Board of Education. *Volunteer: Handbook for Adult Education Volunteers,* Huntsville Area Vocational Technical Center, Huntsville, Alabama, 1973. 21 p. Single copy free.

A review of the characteristics of the educationally disadvantaged adult and the responsbilities of the adult educator and recruiter are given here.

Illinois Office of Education. *Because They Care.* Community Relations Section, 100 North First Street, Springfield, Illinois 62777, 1975.

This publication is a practical resource manual for establishing volunteer in-school programs. The information it contains is based on an informal survey of administrators, teachers, students and volunteers in over two hundred school districts in Illinois.

Kinder, Robert. "The Training and Use of Paraprofessionals in Teaching Reading," in *Reading Goals for the Disadvantaged,* J. Allen Figure (Ed.) . Newark, Delaware: International Reading Association, 1970, pp. 63-67.

This article lists assignments for paraprofessionals and duscusses research on their roles, evaluation, education, experiences, inservice training, and methods of payment.

Rausch, Sidney, J. (Ed.) *Handbook for the Volunteer.* Newark, Delaware: International Reading Association, 1969.

This handbook is designed for use by tutors who will be working with children, adolescents or adults. It gives the tutor specific information on the reading process, diagnosis, teaching procedures and volunteer program organization and materials.

Right to Read '75, Vol. 2, No. 2 (July, 1975) . Newark, Delaware: International Reading Association.

This helpful newsletter provides information on the organization and implementation of an effective volunteer program. The contents reflect the results of a survey conducted by successful volunteer programs.

Sleisenger, Lenore. *Guidebook for the Volunteer Reading Teacher.* New York: Teachers College Press, Columbia University, 1970.

This booklet describes the specific needs of the disadvantaged child, clarifies the goals of the volunteer and suggests ways to solve some of the problems of teaching these children to read with understanding. There are suggestions for activities connected with reading which will enhance the effectiveness of the reading program and help volunteers organize their lessons.

Smith, Carl B., and Fay, Leo C. *Getting People to Read: Volunteer Programs That Work.* New York, New York: Delta Books, 1971.

Here is a thorough, comprehensive study of successful volunteer literacy programs of all kinds at all levels, preschool through adult. This excellent resource should be read by any individual or group interested in developing a volunteer program.

Smith, Carl. (Ed.) *Parents and Reading*. Newark, Delaware: International Reading Association, 1971.

Many ways parents can help in reading are suggested here. The materials were derived from a conference for parents.

U.S. Office of Education, Right to Read Office. *Tutoring Resource Handbook for Teachers*. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE-74-00103. GPO Stock #1780-01332. Price $.75.

This handbook is intended to serve as a guide to planning inservice sessions for teachers, so that they will be prepared to effectively utilize volunteer resources.

U.S. Office of Education, Right to Read Office. *Tutor's Resource Handbook*. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE 74-00101, GPO Stock, #1780-01333, Price $2.15.

This manual provides sixty sample skill lessons for volunteers to use in the tutoring situation.

U.S. Office of Education, Right to Read Office. *Tutor-Trainer's Resource Handbook*. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE 74-00102. GPO Stock #1780-01334. Price $1.90.

This handbook offers a step-by-step guide for the planning and implementation of a tutor training program.

Wilson, Robert. *Diagnosis and Remedial Reading*. Columbus, Ohio: Charles E. Merrill, 1972, pp. 181-182, 283-299.

Paraprofessionals and parents are given suggestions for helping children with reading problems. Prevention is discussed with the idea of the parent helping the child.

Clearinghouse, National Center for Voluntary Action

Of great value to anyone involved in planning and implementing a volunteer program are the resources and services available from NCVA. The Clearinghouse prepares listings of organizations that are willing to provide technical and other assistance to volunteer groups. It also prepares annotated bibliographies of pamphlets and other publications, free or at nominal cost, that relate to the development of volunteer programs. These listings, in many areas of specialization, are known as Green Sheets. A subject area listing of available Green Sheets follows. To receive copies of selected Green Sheets, write to the Clearinghouse, National Center for Voluntary Action, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

NATIONAL CENTER FOR VOLUNTARY ACTION
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Washington, D.C. 20036

Clearinghouse Green Sheets

CONTENTS

CLEARINGHOUSE GREEN SHEETS are subject-order lists of resource groups and of publications directly and indirectly related to volunteering in the areas listed. Cross-references have been held to an absolute minimum. Please check related areas of interest.

Subject Area

ADMINISTRATION AND ORGANIZATION IN VOLUNTEERISM
- National Membership and Resource Organizations
- National Journals, Newsletters

The VAC/Volunteer Bureau/Center/Pool/Community-wide Operation
Recruiting /Interviewing/Training/Supervising
Recognition
Volunteer/Staff Relations
General Reading/Bibliographies/Resource Directories
Program Evaluation

BICENTENNIAL ACTIVITIES

BUSINESS/INDUSTRY INVOLVEMENT IN VOLUNTEERISM

CIVIC AFFAIRS
- General
- Civil Rights

COMMUNICATIONS AND PUBLIC RELATIONS

COMMUNITY SERVICES

CONSUMER SERVICES

CULTURAL ENRICHMENT

DAY CARE/HEADSTART

DRUG ABUSE/ALCOHOLISM
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- Drug Abuse
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EDUCATION
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- Adult Basic Education
- English as a Second Language
- Industry Involvement
- Intercultural/Disadvantaged
- Library Assistance
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EMPLOYMENT

ENTREPRENEURSHIP

FAMILY-, YOUTH- AND CHILDREN-ORIENTED SERVICES

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- Handicapped: Phys/Ment
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- General
  - Air Pollution
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  - Parks, Land, Endangered Species
  - Solid Waste
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- Population Control (separate section)

RECREATION

REVENUE SHARING

THE STUDENT VOLUNTEER

TRANSPORTATION

TRAINING MATERIAL is not separately indexed, but most major categories contain material directly related or useful to training. Reports on past, present and future training events—both college- and community-based—are contained in a series of Clearinghouse portfolios:

- #5 College Involvement in Training of Volunteer Administrators
- #10 College Involvement in Training of Volunteers
- #15 Community-Based Training for Volunteer Administrators
- #20 Community-Based Training for Volunteers

If you are interesed in program titles and locations only, ask for the directory, *College-University Resources for Training in Voluntary Action,* which contains a state-by-state listing of all programs that have come to the attention of the Clearinghouse (including those in above portfolios).

In *Give Me ALL the Information About Training . . .* , the Clearinghouse Director provides a brief outline of how the Clearinghouse has structured training material.

A complimentary copy of each of these items is free; additional copies of portfolios are $1 each; additional copies of the directory or the Director's message are 25 cents each.

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